NFPA 1037

Standard for Professional Qualifications for Fire Marshal

2007 Edition

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NFPA 1037

Standard for

Professional Qualifications for Fire Marshal

2007 Edition

This edition of NFPA 1037, *Standard for Professional Qualifications for Fire Marshal*, was prepared by the Technical Committee on Fire Marshal Professional Qualifications and released by the Technical Correlating Committee on Professional Qualifications. It was issued by the Standards Council on December 1, 2006, with an effective date of December 20, 2006.

This edition of NFPA 1037 was approved as an American National Standard on December 20, 2006.

Origin and Development of NFPA 1037

In 1972, The Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following career areas: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

The original concept of the professional qualification standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the fire service. The various levels of achievement in the standards were to build upon each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements for a given field. Accordingly, the strict career ladder concept was abandoned, except for the progression from fire fighter to fire officer. The later revisions, therefore, facilitated the use of the documents by other than the uniformed fire services.

The Standards Council, at its October 2001 meeting, approved a project requested by the International Fire Marshals Association for Professional Qualifications for Fire Marshal. In January 2003, Jim A. Crawford was named as Chair for this new project.

The first edition of this standard identifies, in terms of job performance requirements (JPRs), the minimum qualifications for professional competence for Fire Marshals and equivalent positions.

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Committee Scope: This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

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NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

Committee Scope: This Committee shall have primary responsibility for documents on professional competence required of fire marshals.

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A reference in brackets [ ] following a section or paragraph indicates material that has been extracted from another NFPA document. As an aid to the user, the complete title and edition of the source documents for extracts in mandatory sections of the document are given in Chapter 2 and those for extracts in informational sections are given in Annex D. Editorial changes to extracted material consist of revising references to an appropriate division in this document or the inclusion of the document number with the division number when the reference is to the original document. Requests for interpretations or revisions of extracted text shall be sent to the technical committee responsible for the source document.

Information on referenced publications can be found in Chapter 2 and Annex D.

Chapter 1 Administration

1.1* Scope. This standard identifies the professional level of performance required for Fire Marshal, specifically identifying the minimum job performance requirements (JPRs) necessary to perform as a Fire Marshal.

1.2 Purpose.

1.2.1 The purpose of this standard is to specify in terms of JPRs the minimum qualifications for professional competence for Fire Marshals and equivalent positions.

1.2.2 It is not the intent of the standard to restrict any jurisdiction from exceeding these requirements.

Chapter 2 Referenced Publications

2.1 General. The documents or portions thereof listed in this chapter are referenced within this standard and shall be considered part of the requirements of this document.

2.2 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7471.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner,* 2003 edition.

NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator,* 2005 edition.

2.3 Other Publications.

Merriam-Webster's Collegiate Dictionary, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

2.4 References for Extracts in Mandatory Sections.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems,* 2006 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications,* 2003 edition.

NFPA 1021, *Standard for Fire Officer Professional Qualifications,* 2003 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner,* 2003 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator,* 2003 edition.

NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator,* 2005 edition.

NFPA 1451, *Standard for a Fire Service Vehicle Operations Training Program,* 2007 edition.

Chapter 3 Definitions

3.1 General. The definitions contained in this chapter shall apply to the terms used in this standard. Where terms are not defined in this chapter or within another chapter, they shall be defined using their ordinarily accepted meanings within the context in which they are used. *Merriam-Webster's Collegiate Dictionary,* 11th edition, shall be the source for the ordinarily accepted meaning.

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

3.2.2* Authority Having Jurisdiction (AHJ). An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.

3.2.3* Code. A standard that is an extensive compilation of provisions covering broad subject matter or that is suitable for adoption into law independently of other codes and standards.

3.2.4 Shall. Indicates a mandatory requirement.

3.2.5 Should. Indicates a recommendation or that which is advised but not required.

3.2.6 Standard. A document, the main text of which contains only mandatory provisions using the word "shall" to indicate requirements and which is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions shall be located in an appendix or annex, footnote, or fine-print note and are not to be considered a part of the requirements of a standard.

3.3 General Definitions.

3.3.1 Acceptable Level of Risk. See 3.3.18.1.

3.3.2 Applicable Codes and Standards. Those codes and standards that are legally adopted and enforced by a jurisdiction at the time of construction of an occupancy or installation of a system or of equipment. These applicable codes and standards can include ordinances, statutes, regulations, or other legal documents adopted by the jurisdiction. [**1031,** 2003]

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3.3.3 Community Risk. See 3.3.18.2.

3.3.4 Due Process. The compliance with the criminal and civil laws and procedures within the jurisdiction where the incident occurred. [**1033,** 2003]

3.3.5 Fire Inspector. An individual who conducts fire code inspections and applies codes and standards.

3.3.6 Fire Investigator. An individual who has demonstrated the skills and knowledge necessary to conduct, coordinate, and complete an investigation. [**1033,** 2003]

3.3.7* Fire Marshal. A person designated to provide delivery, management, and/or administration of fire protection and life safety related codes and standards, investigation, education, and/or prevention services for local, county, state, provincial, federal, or private sector jurisdictions as adopted or determined by that entity.

3.3.8 Investigation. A systematic inquiry or examination. [**1033,** 2003]

3.3.9 Job Performance Requirement. A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [**1000,** 2006]

3.3.10 Jurisdiction. A governmental, corporate, contractual, or other legally defined boundary.

3.3.11* Jurisdictional Requirements. Those documents or controls, other than codes and standards, that are legally adopted and enforced by a jurisdiction.

3.3.12 Organization. The operational unit within the jurisdiction in which the Fire Marshal functions.

3.3.13 Personal Protective Clothing. Clothing provided for the fire inspector's personal protection, including a helmet/hard hat, safety glasses, safety shoes/boots, gloves, and coveralls. [**1031,** 2003]

3.3.14* Professional Development. A continuous process of training, education, knowledge, and skills enhancement.

3.3.15 Qualification. Having satisfactorily completed the requirements of the objectives. [**1021,** 2003]

3.3.16 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task. [**1031,** 2003]

3.3.17 Requisite Skills. The essential skills one must have in order to perform a specific task. [**1031,** 2003]

3.3.18 Risk. A measure of the probability and severity of adverse effects that result from exposure to a hazard. [**1451,** 2007]

3.3.18.1 ***Acceptable Level of Risk.*** The minimum risk occurrence magnitude that is accepted by the stakeholders in the community.

3.3.18.2 ***Community Risk.*** Risk that pertains to the overall community, as opposed to individual properties, locales, stakeholders, or other community elements.

3.3.18.3 ***Target Risk.*** A risk that has been identified by analysis of data, has been evaluated by the authority having jurisdiction and/or stakeholders, and is to be mitigated.

3.3.19 Supervisor. An individual responsible for overseeing the performance or activity of other members. [**1021,** 2003]

3.3.20 Target Risk. See 3.3.18.3.

3.3.21 Task. A specific job behavior or activity. [**1002,** 2003]

Chapter 4 General Requirements

4.1 General.

4.1.1 The Fire Marshal shall meet all of the requirements defined in Sections 5.2 through 5.5.

4.1.2 In addition to the core requirements, the Fire Marshal shall meet the JPRs found in Sections 5.6 through 5.8 as they apply to their jurisdiction.

4.1.3 The JPRs shall be completed in accordance with recognized practices and procedures or as defined by law or the authority having jurisdiction (AHJ).

4.1.4* The local, state, provincial, or federal training programs shall establish the instructional priority and the training program content to prepare individuals to meet the JPRs of this standard.

4.1.5 Evaluation of JPRs shall be by individuals approved by the AHJ.

4.1.6 A Fire Marshal assigned regulatory program duties shall meet all of the requirements specified in Section 5.6.

4.1.7 A Fire Marshal assigned fire and life safety education duties shall meet all of the requirements specified in Section 5.7.

4.1.8 A Fire Marshal assigned investigation duties shall meet all of the requirements specified in Section 5.8.

4.1.9* The Fire Marshal shall remain current with the origins and limits of their authority, and all aspects of their assigned duties and responsibilities.

4.1.10* The Fire Marshal shall perform duties in accordance with applicable safety standards.

4.1.11* The Fire Marshal shall have access to the applicable codes, standards, and jurisdictional requirements and the assignments.

4.1.12 The Fire Marshal shall be able to develop written correspondence to communicate fire protection and life safety code requirements, so that the correspondence provides an accurate interpretation of applicable codes and standards and is tailored for the intended audience.

4.1.13 The Fire Marshal shall maintain records and related documents, so that information can be retrieved and is filed in compliance with the record-keeping policies of the organization.

Chapter 5 Fire Marshal

5.1* General.

5.1.1 The Fire Marshal shall meet the core JPRs specified in Sections 5.2 through 5.5.

5.1.2 The Fire Marshal shall meet the JPRs specified in Sections 5.6 through 5.8 as applicable to his or her jurisdiction.

5.2 Administrative Duties. The Fire Marshal shall provide the services and perform the duties assigned or designated by the jurisdiction. Specific administrative duties and functions shall vary in scope based on the individual jurisdictional requirements.

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5.2.1* Administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.

(A) Requisite Knowledge. Organizational structure; organizational mission; fundamental strategic planning processes; staffing positions, roles, and responsibilities; and intra- and inter-organizational relationships.

(B) Requisite Skills. The ability to communicate in writing and orally; ability to consolidate information and data from a variety of sources for short- and long-term planning purposes; ability to forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; ability to establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and ability to integrate relationships, functions, and needs of stakeholders.

5.2.2 Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available, in accordance with jurisdictional requirements.

(A) Requisite Knowledge. Minimum staffing requirements, available human resources, and jurisdictional requirements.

(B) Requisite Skills. The ability to relate interpersonally and to communicate orally and in writing. **[1021:**6.2.1]

5.2.3 Establish a strategic and operational plan, given organizational goals and objectives, legal requirements, and available resources, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources.

(A) Requisite Knowledge. Organizational structure, legal requirements, organizational mission, fundamental strategic planning processes, organizational staffing, roles, and responsibilities, stakeholder relationships.

(B) Requisite Skills. The ability to communicate in writing and orally; ability to consolidate information and data from a variety of sources for short- and long-term planning purposes; ability to forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; ability to establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and ability to integrate relationships, functions, and needs of stakeholders.

5.2.4 Establish a budget, given the available resources, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

(A) Requisite Knowledge. Organizational budgeting process and basic accounting requirements.

(B) Requisite Skills. The ability to carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of Fire Marshal, and ability to communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal.

5.2.5 Monitor the condition of the approved budget during the budgeting period, given the available resources and budgetary requirements, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

(A) Requisite Knowledge. Organizational budgetary process and basic accounting requirements.

(B) Requisite Skills. The ability to track and analyze trends of financial data pertinent to the roles and responsibilities of Fire Marshal.

5.2.6 Direct the development, maintenance, and evaluation of a department record-keeping system, given policies and procedures, so that completeness and accuracy are achieved. **[1021:**6.4.4]

(A) Requisite Knowledge. The principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record-keeping and budgetary processes, capabilities, and limitations of information management systems.

(B) Requisite Skills. The ability to use evaluative methods, to communicate orally and in writing, and to organize data.

5.3* Risk Management. This duty involves the recommendation, creation, and evaluation of jurisdictional requirements that reduce risks in and to the community.

5.3.1 General Requisite Knowledge. Community planning processes, emergency planning processes, strategic planning, and operational plans.

5.3.2 Evaluate target risks and emergency incident data, given community profile levels of protection, occupancy types, percent of responses by occupancy type, perspectives of risk, and available data and information including loss, so that a community risk profile can be developed based on an acceptable level of risk.

(A) Requisite Knowledge. Occupancy types, levels of protection, emergency response capability, loss history, and the unique hazards associated with the community.

(B) Requisite Skills. The ability to compare hazards, probability of occurrence, and consequence to established risk and to rank those risks based on the effect to and in the community.

5.3.3 Manage a data and information management program, given identified inputs and outputs, data collection system, and personnel, so that data and information are collected, processed, stored, and maintained.

(A) Requisite Knowledge. Target risks, available input and output, available data management systems, available personnel, and related organizational policies.

(B) Requisite Skills. The ability to establish the parameters for data and information collection, and maintain data management and storage systems.

5.3.4 Interpret data and information, given output from a data/information management system, so that the data and information provide an adequate basis of knowledge to conduct risk analysis.

(A) Requisite Knowledge. Facts, trends, and high risk areas.

(B) Requisite Skills. The ability to analyze and interpret data and information and identify trends.

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5.3.5 Conduct risk analysis, given data and information trends, target risks, community input, and available resources, so that a risk profile and management solutions are developed.

(A) Requisite Knowledge. Data and information trends, community perceptions of risk, available resources, potential solutions, and constraints.

(B) Requisite Skills. The ability to evaluate risk, compare risk to an established or perceived level of risk, and identify potential solutions.

5.3.6 Evaluate risk management solutions, given the risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, so that the most beneficial and cost-effective solution(s) can be established.

(A) Requisite Knowledge. Effects of external and internal influences upon the risk management solutions, available resources and costs.

(B) Requisite Skills. The ability to identify and evaluate the effects of internal and external influences on the risk management solutions.

5.3.7 Integrate the risk management solutions with related organizational groups, given organizational structure and constraints, so that the analysis and solution(s) can be used for organizational planning, development, and implementation.

(A) Requisite Knowledge. Roles and responsibilities of other organizational groups and how the proposed risk management solution(s) affect those other units.

(B) Requisite Skills. The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities to the other organizational groups.

5.3.8 Integrate the risk management solution(s) with community stakeholders, given interface with community individuals and organizations, so that the risk management solution(s) can be used for community planning, development, and implementation.

(A) Requisite Knowledge. Roles and responsibilities of community stakeholders and how the risk management solution(s) affect those stakeholders.

(B) Requisite Skills. The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities to the other community stakeholders.

5.3.9 Evaluate the risk management program, given the existing risk analysis, implemented solution(s), and data and information applications, so that continued improvement of the program goals and objectives can be monitored and achieved.

(A) Requisite Knowledge. The goals and objectives, available information, established level of risk, and evaluation methodologies.

(B) Requisite Skills. The ability to interpret and analyze the data on the impact of the risk management program.

5.3.10 Develop a plan, given an identified fire safety problem, so that the approval for a new program, piece of legislation, form of public education, or fire safety code is facilitated. [**1021:**6.5.2]

(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements and their development process.

(B) Requisite Skills. The ability to use evaluative methods, to use consensus-building techniques, to communicate orally and in writing, and to organize plans.

5.4* Community Relations. This duty involves the development and maintenance of effective relationships within the community.

5.4.1* Develop relationships with community groups, given a description of local groups and organizational policies for relationships with community groups, attendance at community meetings, and participation at community events, so that a schedule is established for ongoing contacts.

(A) Requisite Knowledge. Community demographics, formal and informal community leaders, community groups, community and civic issues, effective customer service methods, and organizational policies for community relations.

(B) Requisite Skills. The ability to effectively communicate in writing and orally.

5.4.2* Present safety proposals to community groups, given a list of groups with shared concerns, and an understanding of relevant safety measures, so that the justification for the safety proposal is provided, issues are explained, and solutions, impacts, and benefits are stated.

(A) Requisite Knowledge. Community demographics, formal and informal community leaders, community groups, community and civic issues, effective customer service methods, and organizational policies for community relations.

(B) Requisite Skills. The ability to effectively communicate in writing and orally.

5.4.3 Create media communication strategies and policies, given a list of media outlets such as newspaper, radio, web pages, and television; characteristics of local media including deadlines; and the resources to provide media with accurate information, so that consistent and accurate prevention information is disseminated in an understandable manner.

(A) Requisite Knowledge. Methods of disseminating information to the media, media needs, and organizational policies for media relations.

(B) Requisite Skills. The ability to maintain a constructive relationship with media groups and provide written and oral information.

5.4.4 Participate in media interviews, given information about organizational goals and prevention practices and strategies; and knowledge of interview techniques, so that consistent and accurate information is disseminated in an understandable manner.

(A) Requisite Knowledge. Interview methodology and techniques, organizational policies and practices.

(B) Requisite Skills. The ability to communicate orally and demonstrate proper interview techniques.

5.5 Professional Development. This duty involves the recommendation, creation, and evaluation of jurisdictional requirements for professional development, according to the job performance requirements in 5.5.2 through 5.5.6.

5.5.1 General Requisite Knowledge. Training and professional development principles, guides, and standards.

5.5.2 Evaluate organization and individual professional development needs, given organizational goals, objectives, and

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jurisdictional requirements, so that professional development needs are identified and prioritized.

(A) Requisite Knowledge. Needs analysis, task analysis, development of JPRs, organizational goals and objectives, jurisdictional requirements, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

(B) Requisite Skills. Conducting research, facilitating committee meetings, and needs and task analysis; organizing information into functional groupings; and interpreting data.

5.5.3 Prescribe professional development programs, given the results of a professional development needs analysis, so that the knowledge and skills are job-related, training is performance-based, adult learning principles are used, and the program meets organizational goals and requirements.

(A) Requisite Knowledge. Organizational goals and requirements, instructional design, adult learning principles, and principles of performance-based education.

(B) Requisite Skills. The ability to conduct instructional planning and evaluate training options.

5.5.4 Implement professional development programs, given selected options and available resources, so that professional development programs meet organizational goals and objectives.

(A) Requisite Knowledge. Organizational goals and objectives, available resources, and instructional methods.

(B) Requisite Skills. The ability to assign responsibility, conduct research, facilitate committee meetings, organize information, communicate orally and in writing, and interpret data.

5.5.5 Evaluate organizational professional development programs, given organizational goals and objectives, so that professional development meets organizational goals and objectives.

(A) Requisite Knowledge. Organizational goals and objectives, record-keeping systems, data acquisition techniques, and instructional methods.

(B) Requisite Skills. The ability to analyze and evaluate data.

5.5.6 Forecast organizational professional development needs, given professional trends, emerging technologies, and future organizational goals and objectives, so that future organizational and individual professional development needs are planned.

(A) Requisite Knowledge. Professional trends, emerging technologies, future organizational constraints, and future resources.

(B) Requisite Skills. The ability to conduct research, evaluate trends, and forecast needs.

5.6 Regulatory Programs. This duty involves development, management, and application of regulatory programs.

5.6.1 General Requisite Knowledge. Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment including, but not limited to, NFPA 1031 and other fire, building, and life safety codes.

5.6.2 Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, given fire loss data and/or a demonstrated need or deficiency, so that the code, standard, or jurisdictional requirement is written and addresses the identified need or deficiency.

(A) Requisite Knowledge. Applicable jurisdictional requirements; applicable legal and administrative processes in the jurisdiction for the adoption and modification of codes, standards, and jurisdictional requirements; statistical analysis; model codes and standards development process; and identified facts, trends, and high risk areas.

(B) Requisite Skills. The ability to apply the required knowledge to the organizational jurisdictional requirements; to apply the required knowledge to the codes, standards, and jurisdictional requirements development and modification process; and to apply statistical analysis to a problem.

5.6.3 Manage a process for conducting compliance inspections, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, so that the applicable codes, standards, and jurisdictional requirements are identified, deficiencies are identified and documented, and compliance determined.

(A) Requisite Knowledge. All applicable codes, standards, and jurisdictional requirements; administratively implementing documents and methods; and technological tools to aid compliance inspections.

(B) Requisite Skills. The ability to develop jurisdictional requirements for the administration of the inspection functions and programs.

5.6.4 Manage a process for plan reviews, given the policies of the jurisdiction requiring plan reviews, so that requirements for plan reviews are completed in accordance with the policies of the jurisdiction.

(A) Requisite Knowledge. All applicable codes, standards, and jurisdictional requirements; workflow processes of the jurisdiction; and technological tools for the plan review process.

(B) Requisite Skills. The ability to develop jurisdictional requirements for the administration of the plan review functions and program and to assign tasks.

5.6.5 Manage an appeals process, given the codes, standards, and jurisdictional requirements, so that appeals can be resolved in compliance with the intent of the applicable codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Administrative and legal processes for managing appeals.

(B) Requisite Skills. The ability to effectively manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements.

5.6.6 Manage a process for record keeping, given the need to document the processes of the regulatory program, so that there is a record of the regulatory actions.

(A) Requisite Knowledge. Record-keeping requirements of the jurisdiction.

(B) Requisite Skills. The ability to manage records according to the applicable requirements.

5.6.7 Manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness, given the applicable jurisdictional requirements, so that applicable codes, standards, and jurisdictional requirements are met.

(A) Requisite Knowledge. Legal processes for managing permits, licenses, and/or certificates of fitness.

(B) Requisite Skills. The ability to manage permit applications in conformance with the applicable codes, standards, and jurisdictional requirements.

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5.6.8* Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements, given complex issues related to codes, standards, and jurisdictional requirements, so that a resolution of the issue meets the intent of the prescriptive codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements, administrative and legal considerations of compliance interpretations.

(B) Requisite Skills. The ability to evaluate prescriptive codes, standards, and jurisdictional requirements.

5.6.9* Manage a program for alternative compliance measures, given the submittal of equivalencies, alternative methods, and performance-based design, so that the final design meets the intent of the codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Codes, standards, and jurisdictional requirements; administrative and legal considerations of equivalencies, alternative methods, and performance-based design; evaluative programs for objective analysis of alternative compliance measures; and technological solutions for alternative compliance measures.

(B) Requisite Skills. The ability to evaluate and verify the validity of nonprescriptive design approaches and to develop jurisdictional requirements for the administration of alternative compliance programs.

5.6.10 Manage the process for reconciling complaints, given the report of a situation or condition, so that complaints are resolved and appropriate action is taken.

(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements and administrative and legal considerations for managing and resolving complaints.

(B) Requisite Skills. The ability to evaluate and resolve complaints through use of the appropriate legal and administrative requirements.

5.6.11* Generate jurisdictional requirements for administering the regulatory management program, given management objectives, so that the requirements are clearly defined, concise, and in accordance with the legal obligations of the jurisdiction.

(A) Requisite Knowledge. Jurisdictional requirements and management objectives for the regulatory management program.

(B) Requisite Skills. The ability to effectively interpret jurisdictional requirements and to write jurisdictional requirements in accordance with administrative and legal guidelines.

5.6.12* Manage a program to coordinate with other agencies, given that other agencies' requirements can overlap the local jurisdictions, so that conflicts are eliminated and clear lines of responsibility are developed.

(A) Requisite Knowledge. Other regulatory agencies that affect the local jurisdiction and administrative and legal authorities pertaining to the program.

(B) Requisite Skills. The ability to evaluate other regulatory agencies' requirements and to negotiate and resolve conflicts.

5.7 Fire and Life Safety Education. This duty involves managing fire and life safety educational programs.

5.7.1 General Requisite Knowledge. Fire and life safety education planning and evaluation processes, management of educational programs, and professional development requirements, including those contained in NFPA 1035.

5.7.2 Develop a comprehensive organizational public fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included. [**1035:**7.3.1]

(A) Requisite Knowledge. Public fire and life safety education issues, program administration issues, community concerns, available community resources, and cost/benefit analysis methods.

(B) Requisite Skills. The ability to design program strategy, select program components, and interact with community groups, partnerships, and collaborative efforts.

5.7.3 Create a collaborative fire and life safety education partnership, given a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, so that a specific fire or injury priority is mitigated by the partnership.

(A) Requisite Knowledge. Potential community partners with shared concerns and resources and team development dynamics.

(B) Requisite Skills. The ability to facilitate meetings, motivate partners to achieve goals, and manage and maintain teamwork.

5.7.4 Create an awareness campaign within the organization, given identified public fire and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy. [**1035:**7.4.4]

(A) Requisite Knowledge. Organization mission statement, communication systems, goals, policies, and education strategy.

(B) Requisite Skills. The ability to create an awareness campaign, disseminate information internally, and implement market strategy.

5.7.5 Create comprehensive public fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are clearly described. [**1035:**7.4.5]

(A) Requisite Knowledge. Public policy process of the organization and educational activities and outcomes.

(B) Requisite Skills. The ability to generate reports and analyze data.

5.7.6 Evaluate fire and life safety programs, given data to indicate risk reduction and loss reduction, so that measurable interpretation of educational efforts can be reported.

(A) Requisite Knowledge. Evaluation instruments, learning objectives, testing policies, survey policies, and procedures.

(B) Requisite Skills. The ability to apply evaluation practices and procedures.

5.7.7* Implement a comprehensive fire and life safety program, given a systematic development process, so that program goals, objectives, design, resources, and evaluation methods are included.

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(A) Requisite Knowledge. Program administration issues, community concerns, and available resources.

(B) Requisite Skills. The ability to select program components, stimulate interest among community groups, and establish partnerships and collaborative efforts.

5.8* Investigation. This duty involves the management of a variety of investigations.

5.8.1* General Requisite Knowledge. Codes, standards, and jurisdictional requirements, as they relate to the investigative process.

5.8.2* Administer applicable codes, standards, and jurisdictional requirements for investigations, given applicable codes, standards, and jurisdictional requirements for investigations, so that investigators are knowledgeable and operate within the organizational policies.

(A) Requisite Knowledge. Local, state, and federal laws; investigation methodology; and applicable codes, standards, and jurisdictional requirements to conduct investigations.

(B) Requisite Skills. The ability to manage the investigative process and evaluate the results.

5.8.3 Review and assess investigation reports and data to be submitted in anticipation of litigation or resolution, given details of an investigation including evidence collected, reports, scene sketches, photographs, other related information, and data relevant to the investigation, so that complete, accurate documents are submitted for possible legal action.

(A) Requisite Knowledge. Local, state, and federal laws related to investigation, codes, standards, and jurisdictional requirements, and other pertinent references.

(B) Requisite Skills. The ability to write technical reports and compile and analyze investigative data.

5.8.4 Conduct investigative analysis given reports compiled from investigation data, to recommend action, so that fire prevention and other programs can be enhanced.

(A) Requisite Knowledge. Oral and written communication and statistical analysis.

(B) Requisite Skills. The ability to write technical reports and evaluate data.

5.8.5 Manage technical resources needed to perform investigations, given personnel, protective equipment, jurisdictional requirements, and other necessary equipment, including investigation tools and resources for investigations so that investigators are adequately protected and equipped and investigations are conducted according to safety requirements.

(A) Requisite Knowledge. Local, state, and federal laws, regulations, and standards for the safety of employees; technical knowledge of equipment; and use of personal protective ensemble and tools needed for investigations.

(B) Requisite Skills. The ability to coordinate tasks and people, write procedures, communicate, and utilize resources.

5.8.6* Develop and manage a comprehensive investigation program given reference materials and laws related to investigations, including due process, so that legal mandates are met and jurisdictional requirements are formulated for required investigations that are consistent, complete, and safe.

(A) Requisite Knowledge. Technical writing and procedure/policy formatting, policy issues, law and legal aspects of investigations, and codes, standards, and jurisdictional requirements.

(B) Requisite Skills. The ability to communicate both orally and in writing.

5.8.7* Construct a resource plan for investigations with allied groups to adapt to incident needs, given knowledge of the capabilities of available groups and resources, so that response to various types of incidents can be completely investigated.

(A) Requisite Knowledge. Federal, state, and local resources available for use.

(B) Requisite Skills. The ability to communicate effectively, coordinate resources, and utilize those resources.

Annex A Explanatory Material

Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.

A.1.1 In developing this standard, the technical committee considered the various roles and duties of local, county, state, federal, and private sector Fire Marshals. The committee was also aware that many times the Fire Marshal is the only person in the organization and can be performing the specific requirements held by others in larger organizations. In those cases it is the intent of the technical committee that they also comply with the appropriate professional qualification standards and at the appropriate levels, such as NFPA 1021, NFPA 1031, NFPA 1033, NFPA 1035, and so forth.

It is also the understanding of the committee that not all Fire Marshals perform all of the duties listed in the document, and therefore certain portions of the document could or could not be applicable. It is incumbent upon the management of the organization establishing the Fire Marshal or equivalent title to identify the responsibilities, duties, and expectations of the position. It is recognized that some duties performed by Fire Marshals, such as law enforcement functions, are not included in this standard.

The committee strongly believes that the comprehensive approach to prevention is the most effective, and users of the document should consider implementing the sections of this standard that were not determined to be part of the core requirements.

A.3.2.1 Approved. The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials; nor does it approve or evaluate testing laboratories. In determining the acceptability of installations, procedures, equipment, or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

A.3.2.2 Authority Having Jurisdiction (AHJ). The phrase "authority having jurisdiction," or its acronym AHJ, is used in NFPA documents in a broad manner, since jurisdictions and

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approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

A.3.2.3 Code. The decision to designate a standard as a "code" is based on such factors as the size and scope of the document, its intended use and form of adoption, and whether it contains substantial enforcement and administrative provisions.

A.3.3.7 Fire Marshal. The term *Fire Marshal* in this document denotes the person responsible for a variety of duties that can encompass a broad range of functions. Depending upon the jurisdiction, the Fire Marshal can be known by a variety of other titles.

A.3.3.11 Jurisdictional Requirements. These jurisdictional requirements can include policies, procedures, laws, ordinances, statutes, regulations, or other legal documents. It is recognized that applicable codes and standards are not the only controls applicable to the function of Fire Marshal. Controls that influence the Fire Marshal include the local conditions and situations that are generally not addressed by broader codes and standards. Such controls often necessitate the development of requirements by the jurisdiction, such as policies and procedures, for performance of the Fire Marshal function. Jurisdictional requirements, such as those regulating safety, human relations, or police powers, require special attention by the Fire Marshal from a programmatic standpoint.

A.3.3.14 Professional Development. Professional development can be accomplished by formal or informal training and education, attendance at professional seminars, workshops or meetings, or membership in professional associations or societies.

A.4.1.4 The JPRs need not be mastered in the order in which they appear.

A.4.1.9 Continuing education is necessary to ensure that Fire Marshals update their knowledge and skills in the evolving field of fire and life safety. Attendance at workshops or seminars and the study of professional publications, journals, and websites are just a few of the many avenues available to increase Fire Marshal learning. Nationally recognized certification is one means of demonstrating proficiency in current practices.

A.4.1.10 There are a variety of safety standards that affect the duties of a typical Fire Marshal's office, depending on the type of work being done. For example, those involved in investigation activities would have to meet Occupational Safety and Health Administration (OSHA) and NFPA requirements for safe practices during investigations. Other examples can apply, and Fire Marshals should be familiar with the applicable safety standards and laws that affect their operations.

A.4.1.11 In order for Fire Marshals to perform their jobs or to be evaluated on their performance of the job requirements of this standard, basic resource materials need to be available for reference. These materials include those codes and standards applicable to that jurisdiction where the Fire Marshal is working or being evaluated. Jurisdictional requirements that define and regulate the fire marshal function must also be provided. This is of particular importance where a Fire Marshal is being evaluated by an organization other than his or her employer. It is the intent of this standard to measure the Fire Marshal's ability to use fire codes and standards within the guidelines set by the jurisdictional requirements. These skills should be readily transferable, regardless of the specific codes or standards or the editions being used.

A.5.1 See A.1.1.

A.5.2.1 Since there is an overlapping of administrative duties and functions based on jurisdictional issues, specific JPRs cannot be incorporated or developed. The intent of this subsection is to address a Fire Marshal's responsibilities related to general administrative duties, and to recognize that those duties can vary depending on the assignments and policies of a local jurisdiction.

A.5.3 A fundamental concept of reducing risk is associated with modern society. Public fire service organizations and private loss prevention organizations are expected to reduce the risk within their areas of jurisdiction by taking measures to prevent the outbreak of fires, to limit the extent and severity of fires, to provide for the removal or rescue of endangered persons, to control and extinguish fires that occur within the jurisdiction, and to perform other emergency response operations and delivery of emergency medical services. The cumulative effects of preventive efforts, risk reduction and control, and fire suppression capabilities result in variable levels of risk to the jurisdictions and their residents. Since emergency response organizations respond to other than fire emergencies, the risk management function can include preventive efforts, risk reduction, and control for other types of incidents such as unintentional falls.

The risk remaining after deducting the cumulative effect of the organization's efforts is the responsibility of each individual, including owners, operators, occupants, and casual visitors to properties. It should be noted that fire risk cannot be completely avoided or eliminated. For additional information on fire risk assessment methods and approaches see NFPA 551.

A.5.4 This duty involves developing programs that improve and expand service and build partnerships with the public, according to the following job performance requirements. Because it is difficult to guarantee successful development of coalitions and partnerships, the measurable parts of this section are oriented more to the activities that will lead to the development of effective community outreach efforts and the establishment of partnerships.

A.5.4.1 The intent is to be an active participant as much as possible in applicable community groups in order to establish and maintain relationships. However, the success of the coalition building will be dependent in part on the group's interest and participation level as well as the Fire Marshal's ability and allocated resources to actively participate in community relations development.

A.5.4.2 The goal of providing safety proposals (in this context) to the community is to build coalitions to improve public or private safety. Because coalitions cannot be assured, the

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intent of the committee is an effective presentation of relevant safety proposals as the best way to assure their participation.

A.5.6.8 The intent of the committee in this section is to look at a Fire Marshal's responsibilities in terms of the management of the code. Those who are primarily responsible for the implementation of the code (as in smaller jurisdictions) should look to NFPA 1031 for appropriate professional qualifications for delivery of code enforcement programs. In this case, interpreting the code is a higher level activity related to the management of the code enforcement process. Interpretations are those activities that help to clarify vague areas of laws, codes, and standards, whereas appeals would be a mechanism to provide suggested alternative materials and methods.

A.5.6.9 The intent of the committee in this section is to look at a Fire Marshal's responsibilities in terms of the management of the code. Those who are primarily responsible for the implementation of the code (as in smaller jurisdictions) should look to NFPA 1031 for appropriate professional qualifications for delivery of code enforcement programs. In this case, managing alternative compliance measures of the code is a higher level activity related to the management of the code enforcement process. It involves the process of reviewing proposals, including performance-based designs, that meet the intent of the code, law, or standard but are not found in the prescriptive portions of it.

The SFPE documents, *Guidelines for Peer Review in the Fire Protection Design Process* and *Code Official's Guide to Performance-Based Design Review*, are examples of resources that can assist local fire marshals in managing this part of the regulatory process.

A.5.6.11 The nature of codes, standards, and regulatory management programs is complex, and the intent is to provide consistency among the various people involved in the regulatory process. For example, the regulatory management program could include local interpretations of code or address areas that are not specifically prescribed in the codes or standards.

A.5.6.12 The regulatory aspect of a typical Fire Marshal's position often overlaps with the building official but includes a variety of others such as planning departments, health departments, licensing departments, engineering departments, and other agencies like OSHA.

A.5.7.7 A comprehensive fire and life safety program is more than a presentation on stop, drop, and roll. It is a combined educational strategy designed to address a particular problem by matching messages to proper formats and target audiences. The five-step planning process [as developed by the U.S. Fire Administration and found in the International Fire Service Training Association (IFSTA) *Fire and Life Safety Educator* manual] is a good model to use as an example.

A.5.8 A Fire Marshal can be required to manage a variety of investigations, including, but not limited to, fires, explosions, product recalls, safety, or other emergency incidents.

A.5.8.1 There are a variety of sources of information that can provide requisite knowledge for someone responsible for the management of the investigative process. Among them are NFPA 921, NFPA 1033, NFPA 1500, the NFPA *Fire Protection Handbook*, and other related documents. Also see A.5.8.2.

A.5.8.2 There are many sources of reference documents for the investigative process. Generally they follow the scientific method. For fire and explosion investigations, examples include NFPA 921, *Kirk's Fire Investigation*, and the IFSTA *Fire Investigator* manual. For product evaluation, they include, but are not limited to, product test methodologies developed by NFPA, Underwriters Laboratories (UL), Factory Mutual Global (FM), and the American Society of Testing and Materials (ASTM). Personnel investigations can be subject to local laws, federal regulations, or guidelines established by governmental entities, such as the Department of Homeland Security.

A.5.8.6 It is understood that fire investigators with arrest powers, fire investigators without arrest powers, and private sector fire investigators can utilize this standard. The following is a list of those legal and regulatory requirements that are critical within the fire investigation field. It is the responsibility of the authority having jurisdiction to select those issues that are pertinent to its respective organization. Those selected issues should then serve as the measurement criteria or training guideline for the authority having jurisdiction. Due process issues (stated in task terms) are as follows:

(1) Conduct search and seizure
(2) Conduct arrests
(3) Conduct interviews
(4) Maintain chain of custody
(5) Utilize criminal and civil statutes applicable to the situation
(6) Interpret and utilize contract law and insurance law

Show due process of civil rights laws, privacy laws, the fair credit reporting act, laws of trespass and invasion of privacy, laws of libel and slander, laws of punitive damages and attorney-client privilege, rules of evidence including spoliation, and other laws applicable to the authority having jurisdiction.

A.5.8.7 It is the intent of the committee that a fire marshal responsible for the management of investigations should be familiar with the other agencies who have resources and in some cases jurisdictional mandates that could help or overlap the local jurisdiction. Examples include the Bureau of Alcohol, Tobacco, Firearms, and Explosives, the Federal Bureau of Investigation, and a variety of local police agencies. The actual list of agencies would depend on the type of investigation being done and could include many other examples.

Annex B Alternate Evaluation Methods

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

B.1 Methods. It is evident that, given the complex nature of the Fire Marshal standard, flexibility is needed when considering the qualifications of applicants. A variety of other methods of compliance with job performance requirements can be considered. For example, when an applicant submits educational credentials, the actual course objectives should be matched to the JPRs. Furthermore, individuals might demonstrate proficiency through documented job-related experience. Finally, a "menu" approach through a combination of the above-referenced and other credible evaluations of proficiency, as outlined in (1) through (4) below, is encouraged. By adopting a flexible approach to certification, accredited agencies or AHJs will promote the Fire Marshal Professional Qualifications Standard.

For purposes of clarification, an individual seeking Fire Marshal certification must meet the requirements of 5.2.4, in addition to others.

5.2.4 Establish a budget, given the available resources, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

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(A) Requisite Knowledge. Organizational budgeting process and basic accounting requirements.

(B) Requisite Skills. The ability to carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of Fire Marshal, and ability to communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal.

The candidate can demonstrate proficiency by any one or a combination of the following methods:

(1) Successful completion of an exam that is correlated to this section
(2) Achievement of a passing grade for a higher education course that has objectives correlated to this section
(3) Achievement of a passing grade for a continuing education course that has objectives correlated to this section
(4) Submission, independent review, and approval of job-related experience that includes the following:
   (a) Detailed schedule of the process
   (b) Any statutory guidelines, laws, and procedures
   (c) Detailed documentation of the applicant's involvement in the process
   (d) Final product

Annex C Explanation of the Standard and Concepts of JPRs

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

C.1 Explanation of the Standards and Concepts of Job Performance Requirements (JPRs). The primary benefit of establishing national professional qualification standards is to provide the public and private sectors with a framework of the job requirements for the fire service. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualification standards identify the minimum JPRs for specific fire service positions. The standards can be used for implementing training design and evaluation; certifying, measuring, and critiquing on-the-job performance; defining hiring practices; and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualification standards for a specific job are organized by major areas of responsibility defined as duties. For example, the fire marshal's duties might include fire code development, fire code interpretation, and plan review; and the public fire educator's duties might include education, planning and development, and administration. Duties are major functional areas of responsibility within a job.

The professional qualification standards are written as JPRs. JPRs describe the performance required for a specific job. JPRs are grouped according to the duties of a job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully perform that duty. Together, the duties and their JPRs define the job parameters; that is, the professional qualification standard as a whole is a job description.

C.2 Breaking Down the Components of a JPR. The JPR is the assembly of three critical components. *(See Table C.2.)* These components are as follows:

(1) Task that is to be performed
(2) Tools, equipment, or materials that must be provided to successfully complete the task
(3) Evaluation parameters and/or performance outcomes

C.2.1 The Task to Be Performed. The first component is a concise statement of what the person is supposed to do.

Table C.2 Example of a JPR

(1) Task	(1) Administer jurisdictional requirements
(2) Tools, equipment, or materials	(2) Given regulations and organizational goals and objectives pertaining to personnel and labor management
(3) Evaluation parameters and performance outcomes	(3) So that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations

C.2.2 Tools, Equipment, or Materials that Must Be Provided to Successfully Complete the Task. This component ensures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.

C.2.3 Evaluation Parameters and/or Performance Outcomes. This component defines how well one must perform each task — for both the performer and evaluator. The JPR guides performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

In addition to these three components, the JPR contains requisite knowledge and skills. Just as the term *requisite* suggests, they are the necessary knowledge and skills one must have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Once the components and requisites are put together, the JPR might read as follows.

C.2.3.1 Example 1. Administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.

(A) Requisite Knowledge. Organizational structure; organizational mission; fundamental strategic planning processes; staffing positions, roles, and responsibilities; and intra- and inter-organizational relationships.

(B) Requisite Skills. Ability to communicate both in writing and orally; ability to consolidate information and data from a variety of sources for short- and long-term planning purposes; ability to forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; ability to establish an organizational structure, to include both existing

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and future staffing positions, and to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and ability to integrate relationships, functions, and needs of stakeholders.

C.2.3.2 Example 2. Establish budget, given the available resources, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

(A) Requisite Knowledge. Understanding of the organizational budgeting process and basic accounting requirements.

(B) Requisite Skills. Ability to carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of Fire Marshal and ability to communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal.

C.3 Examples of Potential Uses.

C.3.1 Certification. JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation must be based on the successful completion of JPRs.

First, the evaluator would verify the attainment of requisite knowledge and skills prior to JPRs evaluation. Verification might be through documentation review or testing.

Next, the candidate would be evaluated on completing the JPRs. The candidate would perform the task and be evaluated based on the evaluation parameters, the performance outcomes, or both. This performance-based evaluation can be either practical (for psychomotor skills such as "administer jurisdictional requirements") or written (for cognitive skills such as "establish budget").

Note that psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills (or mental skills) cannot be observed but are evaluated on how one completes the task (process oriented) or on the task outcome (product oriented).

Using Example 1, a practical performance-based evaluation would measure the ability to "manage a process for administering, evaluating, and issuing permits." The candidate passes this particular evaluation if the standard was met, that is, if the organizational mission was achieved and complies with applicable personnel management laws and regulations.

For Example 2, when evaluating the task "establish budget," the candidate might be given a written assessment in the form of a budget and then be asked to respond to specific written questions related to the JPR's evaluation parameters.

Remember, when evaluating performance, candidates must be given the tools, equipment, or materials listed in the JPR before they can be correctly evaluated: for example, a budget sheet and necessary data.

C.3.2 Curriculum Development/Training Design and Evaluation. The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform a specific skill(s) on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can be measured within the teaching/learning environment. A JPR that requires a Fire Marshal to have the ability to administer, evaluate, and issue permits should be converted into a measurable instructional objective for use when teaching the skill. *[See Figure C.3.2(a).]*

Using Example 1, a terminal instructional objective might read as follows:

The Fire Marshal will be able to demonstrate, through oral or written means, knowledge of the laws, codes, standards, and other regulations applicable to his or her jurisdiction and indicate the methodology by which information is reviewed and permits issued. (At a minimum, the skills checklist should include each of the measurement criteria from the JPR.)

Figure C.3.2(b) is a sample checklist for use in evaluating this objective.

While the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the "real world." Instructional objectives, however, are used to identify what students must do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors will be able to clarify performance expectations and avoid confusion related to using statements designed for purposes other than teaching. Additionally, instructors will be able to add local/state/regional elements of performance into the standards as intended by the developers.

Requisite skills and knowledge should be converted into enabling objectives. These objectives help to define the course content. The course content should include all of the requisite knowledge and skills. Using Figure C.3.2(b), the enabling objectives are demonstrating knowledge of the applicable codes, standards, and jurisdictional requirements and the methods and processes for administering, evaluating, and issuing permits.

Note that it is assumed that the reader is familiar with curriculum development or training design and evaluation.

C.4 Other Uses. While the professional qualifications standards are used principally to guide the development of training and certification programs, there are a number of other potential uses for these documents. Because they are written in JPR terms, they lend themselves well to any area of the profession where a level of performance or expertise must be determined. Such areas might include the following.

(1) *Employee Evaluation/Performance Critiquing.* JPRs can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job, as well as the evaluation criteria to measure when those tasks are completed.
(2) *Establishing Hiring Criteria.* Professional qualifications standards can be used in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction could simply require certification at a specific job level, for example, Fire Marshal. The JPRs could also be used as the basis for pre-employment screening by establishing essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.
(3) *Employee Development.* The professional qualifications standards can be useful to both the employee and the employer in developing a plan for the individual's growth within the organization. The JPRs and the associated requisite skills and knowledge can be used as a guide to determine additional training and education required for the employee to master the job or profession.

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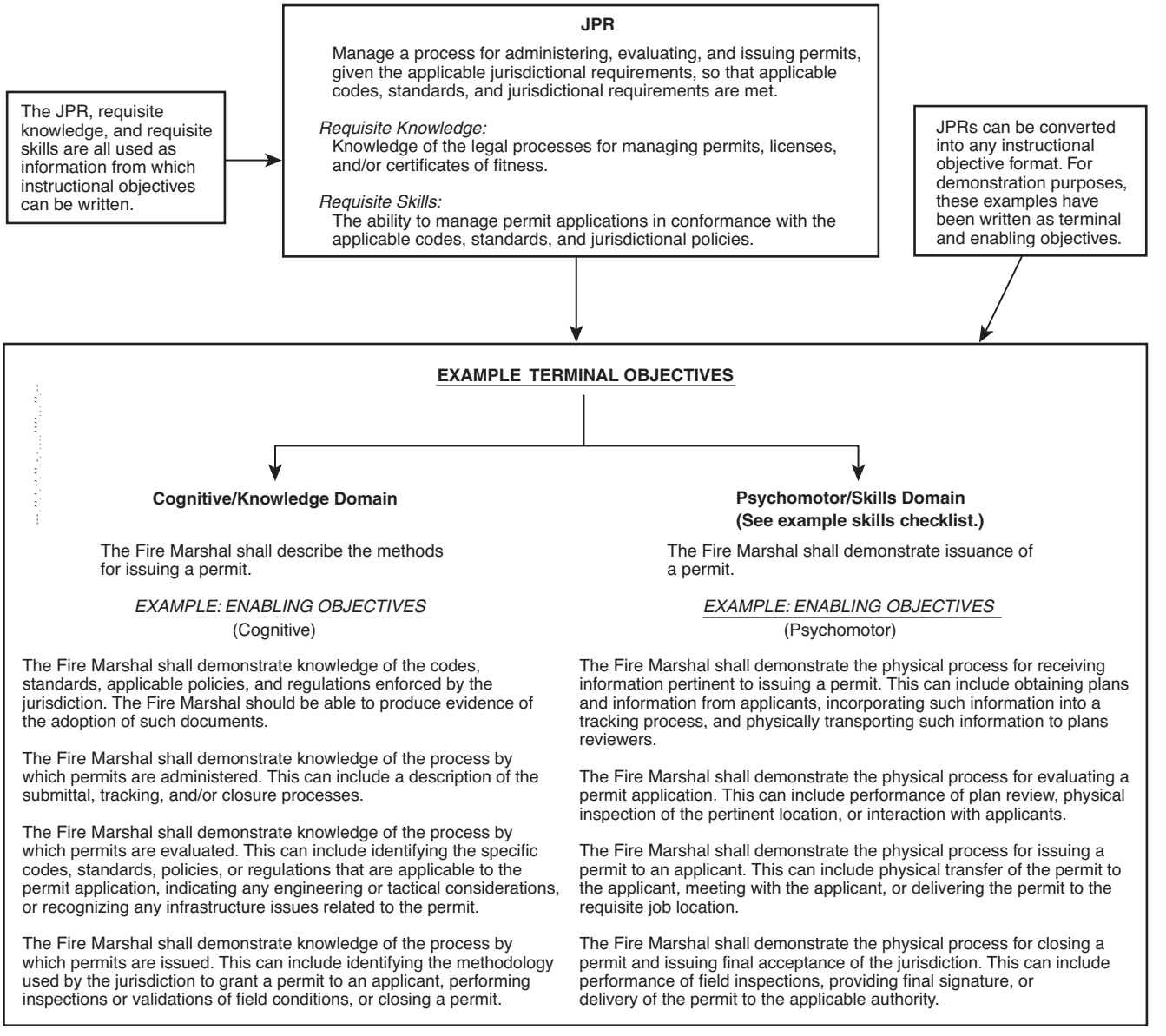

FIGURE C.3.2(a) Converting JPRs into Instructional Objectives.

(4) *Succession Planning.* Succession planning, or career pathing, addresses the efficient placement of people into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the individual's advancement within the organization or profession.

(5) *Establishing Organizational Policies, Procedures, and Goals.* The JPRs can be incorporated into organizational policies, procedures, and goals where employee performance is addressed.

Objective:
The Fire Marshal shall describe and demonstrate the methods for issuing a permit.

1. Applicable codes, standards, policies, and regulations were accurately described.	❑ Yes	❑ No
2. The process for submission, evaluation, and issuance of permits was accurately described.	❑ Yes	❑ No
3. The physical process for receiving, evaluating, issuing, and closing permits was described and demonstrated.	❑ Yes	❑ No

FIGURE C.3.2(b) Sample Skills Checklist.

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Annex D Informational References

D.1 Referenced Publications. The documents or portions thereof listed in this annex are referenced within the informational sections of this standard and are not part of the requirements of this document unless also listed in Chapter 2 for other reasons.

D.1.1 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7471.

NFPA 551, *Guide for the Evaluation of Fire Risk Assessments*, 2007 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2004 edition.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2003 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2003 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2003 edition.

NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*, 2005 edition.

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*, 2007 edition.

NFPA *Fire Protection Handbook*, 19th edition.

D.1.2 Other Publications.

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D.2 Informational References. The following documents or portions thereof are listed here as informational resources only. They are not a part of the requirements of this document.

D.2.1 The following is a bibliography for Annex C.

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D.3 References for Extracts in Informational Sections. (Reserved)

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- Committee meets to act on Proposals, to develop its own Proposals, and to prepare its Report.
- Committee votes by written ballot on Proposals. If two-thirds approve, Report goes forward. Lacking two-thirds approval, Report returns to Committee.
- Report on Proposals (ROP) is published for public review and comment.

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- Committee meets to act on Public Comments to develop its own Comments, and to prepare its report.
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- "*Notices of intent to make a motion"* are filed, are reviewed, and valid motions are certified for presentation at the Technical Report Session. ("Consent Documents" that have no certified motions bypass the Technical Report Session and proceed to the Standards Council for issuance.)
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I/M *Installer/Maintainer:* A representative of an entity that is in the business of installing or maintaining a product, assembly, or system affected by the standard.

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3. Proposal (include proposed new or revised wording, or identification of wording to be deleted): [Note: Proposed text should be in legislative format; i.e., use underscore to denote wording to be inserted (inserted wording) and strike-through to denote wording to be deleted (~~deleted wording~~).]

Revise definition of effective ground-fault current path to read:

3.3.78 Effective Ground-Fault Current Path. An intentionally constructed, permanent, low impedance electrically conductive path designed and intended to carry ~~underground~~ electric fault current ~~conditions~~ from the point of a ground fault on a wiring system to the electrical supply source.

4. Statement of Problem and Substantiation for Proposal: (Note: State the problem that would be resolved by your recommendation; give the specific reason for your Proposal, including copies of tests, research papers, fire experience, etc. If more than 200 words, it may be abstracted for publication.)

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4. Statement of Problem and Substantiation for Proposal: (Note: State the problem that would be resolved by your recommendation; give the specific reason for your Proposal, including copies of tests, research papers, fire experience, etc. If more than 200 words, it may be abstracted for publication.)

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